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ABSTRACT

The guide, intended to accompany a 26-minute videotape recording, gives background information to assist in discussion of effective classroom practices appropriate to linguistically and culturally diverse students in kindergarten. The first part reviews briefly the basic principles of effective instruction in multicultural/bilingual classrooms. The second part outlines some effective strategies for a bilingual classroom, using quotations from the video and focus questions as a basis for discussion. The strategies examined include thematic instruction, the language development approach, collaborative/cooperative learning, classroom organization, and a number of literacy development strategies and activities. A brief list of resources is included. Appended materials include suggested activities to be incorporated into 2-hour, half-day, and 1-day workshops based on the videotape. (MSE)

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Profile of Effective Bilingual Teaching, Kindergarten.

Video Facilitator's Guide.

Meeting the Challenge of Teaching Linguistically Diverse Students,

Video Series.

Featuring: Pola Espinoza

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Meeting the Challenge of Teaching Linguistically Diverse Students

Video Series

Video Facilitators Guide for *Profile of Effective Bilingual Teaching Kindergarten*

Featuring: Pola Espinoza

THE NATIONAL CENTER FOR RESEARCH ON CULTURAL DIVERSITY AND SECOND LANGUAGE LEARNING

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A Video Facilitators Guide for
Profile of Effective Bilingual Teaching: Kindergarten

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Video Facilitators Guide for

Profile of Effective Bilingual Teaching
Kindergarten

CONTENTS

Forward 5

Introduction 6

Section one: Effective Instructional Practices 9

Section two: Effective Strategies in a Bilingual classroom 12

- Thematic Instruction 12
- Language Development 14
- Collaborative/Cooperative Learning 15
- Classroom Organization 17
- Literacy Development Strategies 20
  - Interactive Journals 20
  - Shared Writing or Modeling Purposeful Writing 22
  - Literature-Based Curriculum 24
  - Storytelling 24
  - Shared Reading 24
  - Literature Conversations 25
  - Guided Reading 26
  - Drop Everything and Read 27
  - Phonics: Roll Call Variations 28

Conclusion 30

Resources 31

Appendix Workshop Outlines 33

Video Program Credits 43

Forward

The video, *Profile of Effective Bilingual Teaching: Kindergarten* and the accompanying facilitator's guide have been developed to provide ideas for more effective instruction in bilingual classes. Many of the features of this classroom exemplify aspects of effective teaching identified by research conducted through the National Center for Research on Cultural Diversity and Second Language Learning.

The National Center for Research on Cultural Diversity and Second Language Learning was established by the Office of Educational Research and Improvement of the United States Department of Education to promote the intellectual development, literacy and thoughtful citizenship of language minority students, and an appreciation of the multicultural and linguistic diversity of the American people.

Housed on the University of California, Santa Cruz (UCSC) campus, the Center involves collaboration between the Linguistic Minority Research institute, a multi-campus institution of the University of California and the Center for Applied Linguistics. The Center's work involves a diversity of disciplines, includes participants from throughout the country, and addresses the needs of a variety of language minority groups.

We hope that teachers will find this video and facilitator's guide a rich resource of ideas for teaching bilingual students.

Barry McLaughlin

Director

Introduction

In conjunction with the video *Profile of Effective Bilingual Teaching: Kindergarten*, this Facilitator's Guide is designed to give the background information necessary to be able to engage an audience in discussion of effective classroom practices that are appropriate to linguistically and culturally diverse students. The guide is divided into two major sections:

Section one:

Principles of Effective Instruction in Multicultural/Bilingual Classrooms

Section two:

Effective Strategies in a Bilingual Classroom

In Section two, quotes from the video draw attention to major points. Running times are provided to assist the facilitator to revisit portions of the video. Sample focus questions are provided at the end of each section to facilitate discussion and dialogue.

The appendix contains general outlines about how to use the video for a short presentation, half day or for full-day workshops.

This video provides an overview of how effective strategies are woven together in this particular classroom. It is the weaving of these strategies that makes this classroom exemplary.

"Children are the greatest teachers of all. I can read all that I want from a research journal, but when I take it into the classroom and implement it, those children are the ones who are going to tell me whether it works or not. They are my real teachers.", states Pola Espinoza, a Kindergarten teacher in the Pajaro Valley Unified School District in Watsonville, California.

When you walk into Pola Espinoza's classroom you feel that the children are the focus, the energy, the driving force of what is happening. You sense this is a place where children are successful and respected, learning is happening all around, not just where the teacher is present, and the languages spoken are a rich resource for everyone. This is a bilingual kindergarten class at Alianza School. The immediate background of the children in this class is not conducive to academic success. 90% of the children are of Mexican descent and speak Spanish as their primary language. Their families work in Watsonville's agricultural industries, either as field laborers or food processing workers. Most are from families living below the poverty line with few parents having more than a fifth-grade education. Some families move frequently in pursuit of work or housing and/or return to Mexico for a portion of the year. Few have gone to pre-school or Head Start. Most of the children live in a barrio in downtown Watsonville in overcrowded, substandard housing. In this classroom, all children are expected to learn a second language and be academically successful in both English and Spanish. And they are.

So, what is it that makes this an exemplary classroom? How has Pola Espinoza prepared herself to make this classroom effective for culturally and linguistically diverse students? What beliefs, attitudes and feelings does she have about her students? What effective strategies does she use to put those beliefs into practice? These are questions all educators need to ask themselves to affect a positive change in the education of all our students. The challenge is particularly critical for linguistically and culturally diverse students.

Pola Espinoza's classroom featured in this video demonstrates how the research on effective strategies for culturally and linguistically diverse students can be translated into real classroom practice. The viewer will observe those attitudes and beliefs that make Pola critical to her students: high academic expectations for all students and a rejection that students are in any way academically or intellectually disadvantaged. While watching, keep in mind the many levels of viewing that can occur within any given segment. Watch the children, watch the teacher, watch the classroom. Then, watch again. Revisiting passages several times will reveal new depths and deepen understandings.

Section I

EFFECTIVE INSTRUCTIONAL PRACTICES IN MULTICULTURAL/ BILINGUAL CLASSROOMS

The changing demographics in the nation's public schools indicate a sharp rise in the numbers of culturally and linguistically diverse students enrolling in schools. In California, the percentage of Hispanics will rise from 29% in 1986 to a predicted 44% in 2030. The research on the academic achievement of these students demonstrates unrealized success. Report after report speaks to the academic failure of these students. Consider a 40% non-graduation rate, a 35% grade retention rate, and 2-4 grade level achievement gap. These statistics are an example of the educational vulnerability of linguistically and culturally diverse students in our schools today. Many authors have postulated a litany of oppressive and discriminatory practices in the school system to account for this vulnerability. Ana María Villegas (1991) in her extensive review of the literature on the education of minority students found that most of this literature is highly critical of the current educational system. The system, in general, is not responsive to diverse students' backgrounds, culture, discourse patterns, family structure and, in addition, not prepared to allow these students equal access to the dominant culture through the schooling process.

Recent research has redefined the nature of linguistically and culturally diverse students' educational vulnerability. "They can achieve academic success when provided with appropriate instruction tailored to their specific needs." (García, 1991). The video *Profile of Effective*

Bilingual Teaching Kindergarten is designed to provide a profile of an exemplary bilingual teacher who has incorporated effective practices for culturally and linguistically diverse students into her classroom practice. The viewer will see varied examples of effective practice with accompanying explanations by the teacher about her philosophy and beliefs.

Two major bodies of research have contributed to Pola Espinoza's practice. The research on second language learning and bilingual education, and the research on effective literacy instruction have formed the educational philosophy that guides the instructional choices she makes in her classroom. Several guiding principles have emerged from Pola's educational philosophy. They can be grouped into four major focus areas: Classroom Conditions, High Expectations, Language and Literacy, and the Home/School Connection. The principles that have emerged from her classroom are:

Classroom Conditions

- Integrate the curriculum. That is, multiple content areas (e.g. math, science, social studies) and language learning activities should be centered around a single theme.
- Create social organizations for active, collaborative learning.
- Offer opportunities to apply what students are learning in a meaningful context.
- Create opportunities for students to exercise choice in their learning experiences.
- Foster bilingualism and multicultural understandings.

Expectations

- Believe that all students are able learners and that they can achieve high academic competencies if given equitable learning opportunities.
- Value and use the home language of the students for academic purposes, to facilitate and validate parents as active partners in the instruction of their children and to create a bilingual environment.

Language and Literacy

- Promote literacy development in the home language of the students coupled with a rigorous program of second language development.
- Create opportunities for students to approximate more advanced forms of language and literacy use.
- Create a classroom rich in literature and print.
- Give students opportunities to work with whole and authentic texts.
- Immerse students in print and demonstrations of its range of uses.
- Promote additive bilingualism for all children.

Home/School Connection

- Connect academic content to the rich experiences and knowledge students bring to school.
- Respond to students' work in ways that validate and acknowledge their personal views and experiences.

With these principles in mind, Pola has made instructional choices in her classroom that create optimal learning opportunities for linguistically and culturally diverse children.

Section 2

EFFECTIVE STRATEGIES IN A BILINGUAL CLASSROOM

"The children are really active participants. They decide, they have a lot of choices."
Time: 01:54*

This video demonstrates several aspects of an effective bilingual classroom. The organization of the video is designed to give the viewer a look at what happens in a real classroom setting on a day-to-day basis. Interspersed among the classroom scenes the teacher explains the footage in more depth. From the teacher commentary the viewer will gain insights into why the teacher has elected to employ certain strategies in the classroom. The following outlines the general strategies:

Thematic Instruction

"We're going to begin our study of what? Dinosaurs."
Time: 01:24

In this classroom, thematic instruction is designed to focus learning around discovering information about a topic. The theme integrates the language arts, that is, listening, speaking, reading and writing, across the curriculum. The topic itself is one that has been suggested by the children during a brainstorming session carried out during the first few weeks of school. Children are asked: "What do you want to learn about this year?" A list of topics is generated. The teacher may suggest ways in which topics can be grouped under a more comprehensive title to make the list manageable. Then, the children and teachers vote for the topic that most interests them. The topics with the most votes become the instructional units for the year. Often this process itself is a "unit of study." The children record and tally the results, suggest books and informational sources for a theme and generally become engaged in setting up the year's curriculum.

*Time 00:00 = First note of music before the opening graphic

The themes in this classroom follow a cycle from beginning to end. An initiating activity begins the theme. For the dinosaur theme, Pola read a book about dinosaurs, then had children look at, handle and discuss dinosaur models. The next step is to invite the children to share what they know about the theme and what they want to learn. These ideas are written down in the form of a group memory by the teacher on large chart paper. During the course of the theme, the charts provide a reference to correct misinformation, confirm that an idea is correct or to record the answer to a question that had been posed.

The questions generated by the children help the teacher focus the lessons presented to small groups, the books that are read during shared reading and the types of science, math and social studies investigations that will be offered. The teacher also has in mind some "big understandings" she wants to get across to the children. In the case of the dinosaur theme, an understanding of extinction and how it relates to our modern world is the underlying "big understanding."

The classroom is inundated with activities, artifacts, books and opportunities to explore and learn about the topic. Note in the video how the room has been inundated with the dinosaur theme. Engagement in the learning process is clearly demonstrated by the active participation of the children, the talk you hear between children, and the general air that something important is happening here.

The theme is concluded with a culminating event or experience such as, a field trip, sharing what was learned with another class and parents, or a classroom extravaganza.

"Why did Tyrannosaurus have two claws? I don't know. We'll find out."
Time: 02:22

Focus Questions:

- What evidence is there that children are actively engaged in the theme?
- What connections do you see between thematic instruction and the principles that guide Pola's instructional choices?

Language Development

"I want them to know that their language is a gift."
Time: 23:07

Pola demonstrates a clearly defined strategy regarding language use. The language discourse found in this classroom promotes high levels of language acquisition in both first and second languages with no threat of losing one's primary language.

Many different approaches for language use have been defined in the literature on bilingual education. The bottom line for the efficacy of any approach is that the children can understand and be understood in the classroom. The teacher needs to be fluent in both Spanish and English. It is also clear that the teacher needs to be skillful in how to make sure that every child understands. For example, concurrent translation is an ineffective strategy. Both language groups tune out and lose out.

"I think the key to language development is being able to express yourself in meaningful, purposeful ways."
Time: 09:51

In this classroom, the basic strategy employed is Alternate Day. That is, for any one whole group interaction in English is used on one day and Spanish on the other. Children of both language groups participate together in these language lessons. All small group teacher directed instruction is conducted in the child's home language with no language mixing. Note that in the video the whole group lessons are conducted in one language. The teacher is the model of the daily target language, but can understand and respond to the language of the children. Children are encouraged to use the language of the day, but because the focus is on communication the child may choose to speak in their primary language.

The content of the language development activities is carefully structured and implemented to ensure that all children understand. Strategies such as visuals, gestures, role-play, voice intonation, repetitions and expansions of key vocabulary and sentence structure are a key ingredients to making the content comprehensible. The content is generally related to the theme being studied and includes all the language arts processes of listening, speaking, reading and writing, both in the first and second languages of all children. The focus is language development using a topic that is interesting to the children. Language is used as it should be in this classroom, that is to communicate and to learn.

Note the high level of thinking and language being asked of the children in this video. Note how the teacher carefully structures the whole group lessons to make sure everyone understands and can participate.

"There once was a dinosaur whose name was Stegosaurus..."
Time: 20:43

"One of the things I've learned to trust is that children are talking about things that are important."
Time: 10:04

Focus Questions

- What characterizes the language use in this classroom?
- How would you put a model of language use into practice?

Collaborative/Cooperative Learning

Clearly, an effective bilingual classroom must incorporate collaborative/cooperative learning. Bringing effective collaborative learning into a Kindergarten classroom has been a challenge for Pola. This teacher has examined cooperative/collaborative learning and gleaned from her experience those aspects that will work with young children. Several reasons for using collaborative learning are suggested: 1) to promote conversation 2) to bridge old knowledge with

newly constructed knowledge 3) to bridge languages 4) to allow for rehearsal time 5) to promote a community of learners and 6) to provide scaffolds.

Much educational literature and research uses the term "a community of learners" to define the sense of family or familía that is so necessary for children to feel a sense of connectedness to school. A major goal of this classroom is to initiate young children and their parents into "the school and classroom community". Parents are welcome participants in the classroom as visitors, helpers, or co-teachers. From the first day, children are expected to treat others and to be treated with respect and caring. The classroom is a safe place. Risk taking is encouraged. Clear guidelines for how problems are solved, how we listen and respect one another and how to treat the environment all play a part in making this classroom "a community of learners."

In this classroom, children are taught to work together through the use of several cooperative structures. Pola has found that partner work is the most effective collaborative structure for young children. She has elected to teach her children the basics of Think/Pair/Share (Heads Together). That is, in response to a prompt, children are asked to think first, then share with a partner, then publicly share with the whole group. The application of this cooperative structure is visible in many scenes in the video. It is particularly effective when conducting a whole class lesson about a piece of literature or holding a discussion. Bilingualism is a gift that is valued during these cooperative activities. You may note that even when the teacher is not in charge, children are often working and collaborating in pairs by choice, often across languages.

"One of the strategies I've tried to implement in Kindergarten, which is one of the most difficult things to do, is cooperative learning."
Time: 18:20

Brainstorming is another cooperative structure widely used in this classroom. Brainstorming is designed to get a group to open the doors of creativity and build a group memory around a topic. Children's ideas are encouraged and validated and can build on the ideas of others. Children hear a new language in a setting conducive to acquisition of new vocabulary and ways of using it. In a class focused on the development of literacy skills, it provides multiple opportunities to have children see the spoken word into print with the teacher acting as the scribe. One key aspect of brainstorming in this Kindergarten class is that the teacher often both writes words and draws a quick sketch of the idea to ensure comprehension.

"¿Qué piensas? ¿Por qué se murieron los dinosaurios?"
Time: 18:15

Focus Questions

- What evidence do you see that Pola's goals for collaborative learning are being actualized in this classroom?
- How would you implement collaborative strategies in your classroom?

Classroom Organization

This classroom has clearly established routines that guide the action throughout the day. Children quickly learn the routines and are expected to be in charge of knowing where to be. The time blocks are:

Activity	Time Block	Grouping
Exploration	45 min.	Child's choice
Circle: • Roll Call Variations • Shared Reading • Thematic Activities	30 min.	• Think/Pair/Share • Brainstorming • Whole Group
Research Groups • Literacy • Math • Extension • Independent	60 min.	7-9 children, heterogeneous ability/homogeneous by language
DEAR/TEMAL	10-20 min.	Child choice
Circle: Calendar Activities Shared Reading	30 min.	• Think/Pair/Share • Brainstorming • Whole group

Centers

Time: 07:06

- ***The Writing Center*** where children practice their understanding of writing by writing stories, signs, letters, etc., using a variety of writing implements and types of paper. A word bank is available at the center. Children also have access to other print around the room as a resource for their writing.

Time: 07:22

- ***A Listening Center*** where children choose to listen to one of several taped versions of familiar stories, songs or nonfiction books. The tapes and books are available in English and Spanish. Children may choose to listen to either language or both. At this center, children practice book handling skills, as well as gain a deeper understanding of the text as it is read and reread. Children develop a memory for the text and begin to focus more on the print.

The Dinosaur Museum
Time: 08:00

- ***The Dramatic Play Center*** supports the thematic unit being studied. In this video you see a Dinosaur Museum. Always included in the center are opportunities to engage in purposeful uses of literacy. Posters, books, signs encourage reading for a purpose. Writing tools and paper are available to record what one has learned or to communicate in writing for other purposes.

Interaction with Blanca about her birthday gift.
Time: 10:28

- ***Interactive Journals Center*** is where the teacher is. Each day half the class find their names on a list posted at the center. If the child sees his/her name, they must come to the center, find his/her journal, stamp the date with a library stamp on the appropriate page and write on a topic of their choice. The teacher responds to each child individually both orally and in writing. (For more details

on Interactive Journals, see Section: Effective Literacy Strategies)

- ***Library Centers*** are available in various areas of the room. The books are in both English and Spanish, sometimes multiple copies of favorite books, as well as student authored books. Reading is a valued activity and, therefore, there are several inviting places to read.

Can be observed in many classroom scenes throughout the video.

Other Centers available during Exploration are:

- Block Play
- Art Center
- Toys and Manipulatives
- The Math Center
- Sand and Water Play

At the beginning of the year, children are rigorously trained on how to use each of the centers. Orientation includes how to manage the materials and how to clean up. Initially children use the center under the close supervision of an adult. Finally, they can freely choose the center during Exploration. Because the children know how to properly use the materials and centers in the room, the teacher is free to concentrate on the Interactive Journal Center without interruptions.

Research Groups has the class divided into four small groups of 7-9 children each. The groups are heterogeneously grouped according to ability, but grouped by same primary language. All of the groups cover the same content no matter the language being used. Three of the group activities are led by teachers or paraprofessionals. The fourth group is independent. During their half hour of independent time during Research Groups, children may choose from the Writing Center, the Listening Center and the Libraries (explained above). In addition, a new center called the Literacy Shelf is available. Contained on this

shelf are items such as alphabet manipulatives, props for story retelling, sentence strips to manipulate or to rebuild a known song or poem, floor puzzles related to the theme, games, etc.

"What incredible art. Give yourselves a big hand."
Time: 23:32

Circle Time provides many opportunities for building a repertoire of shared learning experiences. Circle times are conducted in the language of the day. It is a time for shared reading, roll call variations, thematic activities and community building.

Focus Questions

- How does the learning environment support Pola's educational philosophy?
- What questions do you have about classroom management?

Literacy Development Strategies

The strategies employed for literacy development are highlighted by the teacher throughout the video. Some further explanation of the major strategies used will be useful to the viewer. Each strategy will be explained in isolation, but it is important to note that the success the children exhibit in this classroom is the result of an interweaving of experiences from all the strategies employed.

Interactive Journals

"An Interactive Journal is a powerful tool for developing literacy"
Time 11:58

The journal is a literacy event that provides an authentic context for real communication between the child and the teacher and, often, between other children. Through this continued communication over time, not only can the teacher facilitate literacy development for the child, but also, the teacher and child can build a social context of shared thoughts, ideas, feelings, beliefs and

experiences so important for the child to feel connected and empowered by his/her school experience.

An Interactive Journal is simply a compilation of pages in a folder or stapled together between construction paper. The children are invited to write whatever they wish from the very first day of Kindergarten. The children write, then bring their journals to the teacher and first, interact orally about what has been written, then interact through writing. The teacher listens and responds to the content of the message first and foremost. A scribble contains as much meaning as a series of conventionally written words or sentences. The first task of the teacher is to celebrate the communication. Next, after discussing the entry, the teacher responds in writing. Note how the teacher focuses each child's attention to watch her write. She vocalizes slowly as she writes. Most often, the teacher asks a question in her written response. The child usually responds orally to the teacher's comment. The pencil is then handed to the child and a written response to the question is made. Depending on the needs of the child, the teacher may scaffold for the child by slowing the sounds in a word or by providing the written symbol that corresponds to a sound or ask the child to write more. The key point in this interaction is that the child is expected to communicate through writing.

"I get to know them one on one. It is very personal."
Time: 11:54

" 'Tú escribiste' Feliz Navidad, Pola. ¿Tú sabes que la Navidad pasó desde cuando?"
Time: 10:27

Pola explains how she interprets Vygotsky's idea of the Zone of Proximal Development (ZPD) in her work with children in their journals. She explains it through a journal example showing what a child writes independently and what the child can write with Pola showing the sounds for the child. Through this modeling of how one hears the individual sounds or phonemes of a word so that

"I've never seen such fancy socks!"
Time: 12:52

"In a traditional view, they might think she only knows her vowels, but in fact, with scaffolding, she shows she is a very fluent writer."
Time: 15:09

it can be written, Pola is providing a "scaffold" for the child to move to the next level. Interactive Journals are an authentic assessment tool. Note how Pola, when reviewing individual children's journals, shares those milestones she has observed. She has identified several key breakthrough points that assist her to provide the next scaffold necessary for writing development to continue. Some of those are:

- no print, picture carries meaning
- scribble writing
- letter like forms
- random letter strings
- hearing and writing certain letter sounds conventionally (e.g. representing a word by the vowels in each syllable)
- letter/sound correspondence with the teacher slowing sounds
- slowing sounds for self and representing each sound with correct letter/sound (conventional writer)

"An Interactive Journal is almost a running record of a child's progress."
Time: 16:03

The Interactive Journal, thus, has all the elements of a rich literacy event. It provides the child with an opportunity to explore and continually redefine the writing process with the modeling and support of a more experienced mentor. The event is marked by its authenticity because it comes from the child.

Shared Writing or Modeling Purposeful Writing
Children are expected to write. This is another basic tenet of this classroom that reflects high expectations. The teacher understands and celebrates that we are all writers (and readers) from the time we are born. In order to learn to write conventionally, one must have many opportunities for practice.

Focus Questions:

- What did you notice about the interactions during the Interactive Journal segments?
- What questions do you have about the process?
- How would you implement journals in your classroom?

The teacher must therefore provide many demonstrations of how writing works to give children the background they need to further their individual writing development. Interactive Journals provide the most intimate context for modeling purposeful writing because the interaction is one on one. Additionally Pola takes advantage of every other classroom opportunity to model how writing works.

The process is simple. Whenever it is necessary to have a written record of something (from a daily agenda to a collaborative story), the teacher acts as the scribe. That means she writes down the ideas of the children. She models how writing works by slowly vocalizing as she writes, modeling how letter sounds and phonemes go together to make words, how words are spaced, and pointing out other print conventions. This process is called making writing "public". That is, through her demonstrations she publicly shows children how one puts thoughts down on paper. After the writing is done, she encourages the children to read back the writing with her.

Note the many times Pola writes in front of the children in the video. Watch carefully how she slows the sounds and provides other commentary on print conventions. Most importantly note how easily the children take the pencil to write on their own. They feel and act like writers.

"One of the things I never do is write for them....I feel that takes away a lot of the power from them."

Time: 16:42

Focus Questions:

- What characterizes how Pola writes in front of the children?
- Identify ways you could incorporate modeling purposeful writing in your classroom?
- How is modeling purposeful writing different from the Language Experience Approach?

"I want them to be in love with literature. I want them to feel they can do anything; that they are empoered."
Time: 05:15

Literature-Based Curriculum
Literature is the mainstay of the literacy program in this classroom. Literature includes fiction, nonfiction, poetry, songs and any other print medium. This classroom provides many opportunities to interact with text of all kinds. The following describe the different opportunities children have to interact and work with literature. Again, it is the interweaving of all the strategies that makes this a successful approach for all children.

"Tell your neighbor what you think will happen next."
Time: 06:43

Storytelling
Reading stories aloud is a daily part of this classroom. Storytelling refers to reading stories with rich plot and character development or expository text that is rich in content. Children are able to hear the story language and develop a greater understanding of the nature and purpose of reading. Reading aloud allows children to hear and enjoy an expert reading with fluency, intonation, and rhythm. Reading aloud is seen as the single most influential factor in young children's success in learning to read. By doing so frequently, we can see in this video the positive impact it has had on these children's attitudes towards reading.

Shared Reading
Shared reading can be defined as any reading situation in which a group of learners sees the text, observes the teacher (or another expert)

reading with fluency and expression, and is invited to read along. The text may be a Big Book, an enlarged chart of a poem or song or any other print that is large enough for everyone to see. The literature being read is chosen for its high quality of language and illustrations and often includes rereadings of favorite poems, songs and books. It is a relaxed and social occasion that includes not only reading by the teacher, but an invitation for the children to read along as the enlarged text is tracked. The reading and discussion provide a context for children to be exposed to the language of books and poetry. Children have the opportunity to revisit the enlarged text through little books.

Using enlarged text allows the teacher to point out reading conventions such as left to right, top to bottom orientation and front to back. During shared reading, the teacher can make reading "public", just as through modeling purposeful writing makes writing "public". For second language learners the exposure to language in the supportive context of built in visuals through the illustrations provides a rich source of comprehensible input. The rhythm and rhyme of poetry and song invites the children to practice language.

"I'm going to read the part that talks about The First_____? What does that word say? That's right, it says Dinosaurs."
Time: 05:51

Literature Conversations

Shared reading provides the initiating experience for a more in depth look at how reading works. Little books of the same titles are used during small group literacy instruction for two types of lessons. The teacher often conducts "Literature Conversations" where children share their responses, ideas, questions to a text that has been read several times. Key concepts, as well as story elements are discussed. Through this type of dialogue, the children gain a deeper understand-

ing of literature and make a personal connection to the literature being studied.

"¿Listos? Ahora vamos a leer todos juntos. Subraya con los deditos."
Time: 02:55

Guided Reading
Little books are also used to conduct guided reading activities. Each child has a copy of the book and as a group, children read the text with the teacher. Different features of the text are pointed out and discussed. Sometimes the children create their own copies of the little book that can be taken home and read with their families. After several practices as a group, individual children are asked to read the text independently. The teacher uses these opportunities to record anecdotal records of the child's increasing understandings about reading.

Book Innovations
Small group literacy lessons often focus on working with texts that have been presented during shared reading. These lessons incorporate the writing process in further understanding the reading process. Depending on the type of literature, the teacher plans small group lessons that use the known text and requires children to further work with the text to develop new understandings about reading. Book innovations involve the children in the writing process to create and innovate on texts.

First, to focus on the topic, a prewriting brainstorming session is conducted. Children are asked to share their background knowledge, thoughts and ideas about the topic. Sometimes this is recorded on a graphic organizer, sometimes as a list. Then, children write and receive feedback to their writing. Finally, the work is published and shared either as an individual book for the child to take home or compiled into a big book and placed

in the class library. These book innovations can take several forms:

• ***Cumulative stories:*** The predictable or patterned text of a book is used as a model. Children then brainstorm and write their own ideas in place of the author's within the same predictable or patterned text.

• ***Collaborative stories:*** The story elements of a particular piece of literature is discussed. Then, children are asked to change an element, such as, the characters, and work through the writing process to create a new story and text.
The new work is published, a guided reading lesson conducted and the story goes home to be read again and again.

Focus Questions:

- How would you describe the shared reading segments of the video?
- Describe the literature conversations you observed?
- What is one thing you would change about how you read aloud to children?
- How does literature support the thematic unit?

• ***Drop Everything and Read*** (DEAR)
Todo El Mundo A Leer (TEMAL)
Pola has placed a priority upon self selected reading. By themselves children select books during DEAR/TEMAL each day. These books are usually a collection of old favorites and well known titles, plus books about the current theme being studied. All kinds of reading material are provided from stories to nonfiction, dictionaries, catalogues and magazines. Children self select what and with whom they want to read for 10-15 minutes. As you will observe in the video, most chil-

"Yo tengo esta película de dinosaurs."
Time: 09:41

dren choose to read with peers. Discussion is viewed as a natural and beneficial part of reading.

Focus Questions:

- What characterizes student to student interactions during DEAR time?

"Those names are so powerful, so meaningful to them, I decided to use names as the basis of my phonics program."
Time: 03:46

Phonics: Roll Call Variations

In this classroom, Pola has created an extremely effective way of incorporating phonics as a meaningful piece of the literacy puzzle. She calls it Roll Call Variations. The focus of her phonics instruction is the children's names. Because one's name is such an important part of one's identity and because in school names are used in so many authentic ways, names are a natural way to introduce the process of reading. Pola has extended this natural opportunity to introduce phonics through names.

Each day name cards are used to call roll. Throughout the year, these name cards are rewritten and used in different ways to develop letter/sound correspondence and phonemic awareness, that is the ability to hear and vocalize the phonemes in a word (e.g. Po—la). The following outlines some of the variations

At the beginning of the year, children's names are written in front of them while each phoneme is slowly vocalized. The following outlines some of the variations Pola has used to reinforce sound/letter correspondence and phonemic awareness during daily roll call.

"What does this say? Is Ana E. here today?"
Time: 03:19

- Names are read by all the children each day. The teacher moves her finger under the name as it is being read to emphasize the phonemes in the names. For example, Po—la is read as two syllables.

- The initial sound of each name is highlighted in red. During the daily roll call, emphasis is given to the first sound of each name.
- Names are rewritten with a lower case first letter. During this phase, the focus is the understanding of upper and lower case letters.
- After children have learned to read the names and understand the function of letters and sounds additional variations may occur:
  - Drop the initial sound of each name and replace it with the sound of the day so that pola becomes lola and susana becomes lusana.
  - Cover all but the initial syllable of each name. Read the syllables only for roll call. Encourage the children to use the syllables to make up other words.
  - Have children listen for a sound and stand up if that is in their name.
  - Children develop their own personal alphabet chart using the photos of classmates to represent each letter. This alphabet is used as a reference for their own writing. An enlarged copy is made and posted as a class reference.

Listen closely to the children during the segments where they are writing and you will hear the children asking and telling their peers names as a referent for the letter sound they need to write something. (e.g. "m-m-m ...La de Melissa"). Using names has proved to be very powerful and effective in bringing these children into the literacy club.

Focus Questions:

- How do you see children using phonics in reading and writing tasks?
- To what extent do the children demonstrate phonemic awareness?
- Describe and explain your reaction, either positive or negative to roll call variations.

Conclusion

"They are my real teachers." This classroom and its children have shown us how effective teaching can bring about successful learning. The children in this video show us through their active engagement in the learning process that they can and will be prepared to meet the challenges of a multicultural, multilingual society. They will be collaborative, lifelong learners who are responsible for their own learning and understand that learning is built upon their own lived experiences. These children will be able to cross linguistic, cultural and racial borders. Pola Espinoza said she wanted them to be empowered, to feel they can be anything they want. And they are.

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Appendix

Workshop Outlines

Note to Facilitator:

The workshop plans outlined here are only intended as guidelines. It is expected that you will know your audience and can tailor these suggestions to their needs. Use the information provided in the Guide to inform yourself, as handouts to participants and/or a framework for an indepth workshop planning. Suggested times for each of the activities have been included, but these are only approximate as many factors can affect how long an activity will take, such as the size of the group.

The video, itself, presents many strategies for effective teaching. It also illustrates the underlying principles that provide the theoretical and philosophical underpinnings for these strategies. The Facilitator's Guide makes these clear. The video footage is intended to support participants in discovering and internalizing both the principles and the strategies through critical viewing, reviewing and reflecting. The running times provided in the right hand column in the Facilitator's Guide, along with the quotes from the classroom can guide you in reviewing portions of the video with participants to gain further insights into the principles and strategies. The Focus Questions at the end of each section can help you guide discussion and facilitate reflection on the part of the participants.

In designing a workshop format, keep in mind that participants need opportunities to construct their own meaning from the video. As much as possible, allow time for participants to reflect both in writing and orally about the meanings they are creating. Participants should be given the opportunity to suggest areas for further indepth study. In the half day and full day workshops, the suggested activities will help focus participants on one or two strategies. In your presentation, allow participants the chance to choose those strategies that most interest them.

Video Facilitator's Guide for

Profile of Effective Bilingual Teaching Kindergarten

Two Hour Workshop Suggested Activities

Focus:

- Awareness building
- Reflection on practice

Begin the session by asking participants to brainstorm their ideas for what they might see in a video entitled *Profile of Effective Bilingual Teaching: Kindergarten.* Record the ideas on chart paper.

- Brainstorm (10 minutes)

Give participants some background information about the video such as the demographics of the classroom found in the Introduction to the Facilitator's Guide.

- Background Information (2 minutes)

Show the video. The running time is about 25 minutes.

- Video (30 minutes)

Ask participants to take a few moments to reflect in writing in response to the prompt:

- Quick Write (7 minutes)

> *What are the immediate thoughts that come to mind as you reflect on what you saw in the video?*
>
> *What questions do you have?*

Form groups of 4 or 5. Ask participants to share their reflections with the small group. Then, ask for volunteers to share with the whole group. Record on chart paper the questions that have been raised.

- Small group share
- Popcorn share with whole group (15 minutes)

Use the questions generated from the Quick Write to focus participants in a reviewing of the video. You may wish to ask each participant to choose a

- Review video (25 minutes)

question, and review the video to see if the question can be answered. You may also wish to stop the video at different points suggested by the questions and discuss answers.

- Add to brainstorm
- Reflection through writing.

Close by asking participants to add to or change the brainstorm generated at the beginning of the session. You may wish to have participants reflect in writing in response to the following prompt:

> *What one thing will you change or think about changing in your classroom practice as a result of this workshop?*

Video Facilitator's Guide for

Profile of Effective Bilingual Teaching Kindergarten

Half Day Workshop Suggested Activities

Focus:

- Awareness building
- Reflection on practice
- Awareness of effective strategies
- Moving towards implementation

- Preparation

Make a chart or an overhead of the focus areas for the Principles of Effective Instruction found on pages 4-5 of the Facilitator's Guide.

- Share and reflect on Principles of Effective Instruction (30 minutes)

Review the principles with the whole group. Divide participants into four groups. Ask each group to look at one of the focus areas and make a list of how these principles could be translated into classroom practice.

- Background information (30 minutes)

Preview the video by giving some background information about the classroom found in the Introduction to the Facilitator's Guide. You may wish to share the boxed quote from the teacher found on page 1 to help set the stage.

- Video (30 minutes)

Show the video. The running time is about 25 minutes.

- Quick Write (7 minutes)

Ask participants to take a few moments to reflect in writing in response to the prompt:

> *What are the immediate thoughts that come to mind as you reflect on what you saw in the video?*
>
> *What questions do you have?*

- Small group share

Form groups of 4 or 5. Ask participants to share their reflections with the small group. Then, ask

- Popcorn share with whole group (15 minutes)

for volunteers to share with the whole group. Record on chart paper the questions that have been raised.

- Review Strategies (25 minutes)

Share with participants the major strategies depicted in the video:

- Thematic Instruction
- Language Development
- Cooperative/Collaborative Learning
- Classroom Organization
- Literacy Development Strategies (include each of the strategies mentioned in the Guide (e.g. Interactive Journals, DEAR, etc.)

- Reflect on strategies (60 minutes)

Ask participants to reflect on what they saw in the video in regards to each of the strategies. You may wish to use the Focus Questions found at the end of each section in the Guide as a framework for discussion or you may wish to use the questions generated from the activity above to guide the discussion.

- Revisit video

Use the responses from the group to revisit the video, showing segments that might clarify questions, give additional information or insight. Suggest to participants that they focus their attention on a different aspect of the scene this second time (e.g. focus more on the children than the teacher or on the classroom environment, etc.).

- Reflective Write (10 minutes)

Ask participants to reflect in writing in response to the following prompt:

> *Which strategy would you like to implement in your classroom tomorrow? Explain why you choose that strategy? What more do you need in order to be able to implement it?*

- Share (10 minutes)

Ask for volunteers to share their writing. You may wish to use this information to plan further workshops.

Video Facilitator's Guide for

Profile of Effective Bilingual Teaching Kindergarten

Full Day Workshop Suggested Activities

Focus:

- Awareness building
- Reflection on practice
- Awareness of effective strategies
- Moving towards implementation
- In depth study of one effective strategy

Make a chart or an overhead of the focus areas for the Principles of Effective Instruction found on pages 4-5 of the Facilitator's Guide.

- Preparation

Review the principles with the whole group. Divide participants into four groups. Ask each group to look at one of the focus areas and make a list of how these principles could be translated into classroom practice.

- Share and reflect on Principles of Effective Instruction (30 minutes)

Preview the video by giving some background information about the classroom found in the Introduction to the Facilitator's Guide. You may wish to share the boxed quote from the teacher found on page 1 to help set the stage.

- Background information (30 minutes)

Show the video. The running time is about 25 minutes.

- Video (30 minutes)

Ask participants to take a few moments to reflect in writing in response to the prompt:

- Quick Write (7 minutes)

What are the immediate thoughts that come to mind as you reflect on what you saw in the video?

What questions do you have?

- Small group share
- Popcorn share with whole group (15 minutes)

Form groups of 4 or 5. Ask participants to share their reflections with the small group. Then ask for volunteers to share with the whole group. Record on chart paper the questions that have been raised.

- Review Strategies (25 minutes)

Share with participants the major strategies depicted in the video:

- Thematic Instruction
- Language Development
- Cooperative/Collaborative Learning
- Classroom Organization
- Literacy Development Strategies (include each of the strategies mentioned in the Guide (e.g. Interactive Journals, DEAR, etc.)

- Reflect on strategies (60 minutes)

Ask participants to reflect on what they saw in the video in regards to each of the strategies. You may wish to use the Focus Questions found at the end of each section in the Guide as a framework for discussion or you may wish to use the questions generated from the activity above to guide the discussion.

- Revisit video

Use the responses from the group to revisit the video, showing segments that might clarify questions or give additional information or insight. Suggest to participants that they focus their attention on a different aspect of the scene this second time (e.g. focus more on the children than the teacher or focus on the classroom environment, etc.).

- Reflective Write (10 minutes)

Ask participants to reflect in writing in response to the following prompt:

> *Which strategy would you like to implement in your classroom tomorrow? Explain why you choose that strategy? What more do you need in order to be able to implement it?*

Have participants share their writing in small groups. Give the additional instruction of asking each small group to come to consensus on one strategy they would like to pursue in more depth.

- Small group share (30 minutes)

Have each small group share the strategy they selected, including the reasons why they selected that strategy. After all groups have shared use a consensus building process to determine the order in which the group wants to pursue a more indepth study.

- Consensus building (15 minutes)

Note: To allow time to prepare for the in depth presentation of a strategy, you may wish to stop the training here and arrange for another time to meet.

NOTE TO FACILITATOR

The following outline suggests a training guide for Thematic Instruction. Use it as a map to design training for other effective strategies.

Discuss what is Thematic Teaching. Ask small groups to determine what are essential features in a thematic unit. Have each group make a list and post it. You may wish to add to the lists generated from the group based on your own knowledge or information presented in the Guide. For example, many times the "big understanding" is left out or the essential feature of integrating the language arts processes is not explicit.

- Essential Features list (20 minutes)

Ask each small group to use the Essential Features and create some kind of graphic organizer that could be used as a planning guide for a thematic unit. Groups should create the graphic organizer that is large enough for all to see. Instruct the groups to be prepared to share their graphic organizer with the whole group, including how the essential features were incorporated.

- Develop a graphic organizer for planning (60 minutes)

- Share graphic organizers (20 minutes)
- Design a thematic unit (40 minutes)
- Reflective write

Share graphic organizers with the whole group.

Ask participants to choose one of the formats presented and design a thematic unit. Encourage participants who have the same unit in mind to work together. If time, you may wish to have participants join with another group or participant and share what they have done.

To close ask participants to reflect in writing in response to the following prompt:

How has this workshop changed the way you will teach tomorrow?

Ask for volunteers to share with the whole group.

43

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Meeting the Challenge of Teaching Linguistically Diverse Students is a video series that presents some of the most effective instructional practices being used by teachers of linguistically andculturally diverse students. The videos show these practices at work in the classroom. Interviews with the showcased teachers and other experts explain how and why they are successful.

This facilitators guide, accompanying the video *Profile of Effective Bilingual Teaching: Kindergarten*, provides background information to enhance the use of the video by individual viewers and for staff development activities.

For ordering information about this video program and guide, and other educational programs of the *National Center for Research on Cultural Diversity and Second Language Learning*, contact:

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